FLAMSTEAD CHALLENGE

1945

CHESTER HIGH SCHOOL

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To Harry N. Montague

For his friendliness, for his wise counsel, for his sincere interest in all students of Chester High School, and for his deep concern for the welfare of the community, the Editors and Staff of the Flamstead Challenge of 1945 affectionately dedicate this volume of their yearbook.

Flamstead Challenge Staff

Left to right—1*st row*: Joan Cassista, Joke Editor, Ruth Davenport, Exchange Editor, Gertrude Allbee, Salesman, Nina Patton, Assistant Exchange Editor, Edna Carlisle, Assistant Literary Editor, Hazel Fuller, Art Editor.

2*nd row*: Murial Edwards, Salesman, Joan Golthwaite, Assistant Editor, Joyce Slade, Literary Editor, Thelma Lewis, Carol Ballou, Editors-in-chief, Patricia Warren, Girls' Athletics, Helen Hemenway, Assistant Alumni Editor.

3*rd row*: Henry Crocker, Business Manager, Roger Zanes, Assistant Business Manager, Gilbert Spaulding, Art Editor, Leif Rogstad, Boys' Athletics, Louise Maynard, Assistant Music Editor, Janice Putnam, Assistant Joke Editor.

4th *row*: Donald Moore, Albert Barnes, Assistant Business Managers, Maurice Laselle, Music Editor, Ingwald Rogstad, Assistant Business Manager, Tom Sheehan, Alumni Editor, Ray Lawrence, Assistant Business Manager.

GERALDINE ROSE ALLBEE *"Deanie"*

Place of Birth: Brookline, Vermont.
Date of Birth: November 25, 1926.
School Last Attended: Brattleboro High School.
Course: General.

Activities: Glee Club (2) (3) (4); Basketball (2) (3); Operetta (3) (4); School Patrol (3); Lt. and Capt. S. P. (4); Junior Prom (3); Talent Show (3).
Ambition: Te be a nurse.

Deanie, Deanie is our man,
Find her equal if you can.

GERTRUDE RUTH ALLBEE

Place of Birth: Brookline, Vermont.
Date of Birth: November 25, 1926.
School Last Attended: Brattleboro High School.
Course: Commercial.

Activities: Public Speaking (1); Glee Club (2) (3) (4); "Flamstead Challenge" (3) (4); One-Act Play (2); Operetta (3) (4); Class Treasurer (3); Chairman of Junior Prom (3); Christmas Formal (4); Curtis Manager (4); Senior Play (4).

"And all that's best of dark and bright
Meet in her aspect and her eyes."

OLIVE BEATRICE AMSDEN

Place of Birth: Simonsville, Vermont.
Date of Birth: September 27, 1926.
School Last Attended: South Londonderry High School.
Course: Commercial.

Activities: Glee Club (3); Junior Prom (3); Christmas Formal (4).

Olive is quiet,
Olive is shy,
We all like her;
I wonder why?

CAROLYN SUSAN BALLOU *"Carol"*

Place of Birth: Chester, Vermont.
Date of Birth: April 14, 1927.
School Last Attended: Chester Grade School.
Course: College Preparatory.

Activities: Glee Club (1) (2) (4); Varsity Basketball (1) (2) (3) (4); "Flamstead Challenge" (1) (2) (3) (4); Editor-in-Chief of "F. C." (4); Senior Play (4); One-Act Plays (1) (2) (3) (4); Silver "C" (2); Girls' State (3); Orchestra (4); Class Marshal (3); Operetta (4); Class Treasurer (1) (2) (4); Classe Vice-President (3); Vice-President of Student Council (4); Talent Show (2) (3); Gold "C" (4); "Silver" Basketball (4); Junior Prom (3); Christmas Formal (4); Class Prophecy (4).

"Her eyes as stars of twilight fair;
Like twilight's, too, her dusky hair."

ELSIE JEAN BARLOW

Place of Birth: Springfield, Vermont.
School Last Attended: North Springfield Grade School.
Course: General.

Activities: Glee Club (1) (2); "Flamstead Challenge" (3); Senior Play (4); Orchestra (1); School Patrol (1) (2) (3); Christmas Formal (4); Junior Prom (3); Cheerleader (3).

Elsie always wears a smile,
She never wears a frown;
Elsie's eyes are a mischievous blue,
And her hair is reddish-brown.

MARY M. BERGQVIST

Place of Birth: Andover, Vermont.
Date of Birth: June 1, 1927.
School Last Attended: Peaseville Grammar School.
Course: General.

Activities: Glee Club (1) (2).

Mary, Mary, quite contrary,
How does your bookkeeping go?
With footings and forms she rages and storms,
And with figures all over each row.

BARBARA BLODGETT

Place of Birth: Saratoga Springs, New York.
Date of Birth: August 1, 1927.
School Last Attended: Saratoga High School.
Course: Commercial.

Activities: S.H.S. Girls' League Council (1) (2); Christmas Formal (4); Class Gifts (4).
Ambition: To join the WAC.

"The reason firm, the temperate will,
Endurance, foresight, strength, and skill."

MARGARET W. CARLISLE

Date of Birth: October 20, 1926.
Place of Birth: Gassetts, Vermont.
School Last Attended: Gassetts Grade School.

Activities: Chorus (1); Student Patrol (3) (4).

"Never in a hurry,
Never had a care,
Never known to worry,
Beloved everywhere."

JOAN CASSISTA

Place of Birth: Reading Pennsylvania.
Date of Birth: June 3, 1928.
School Last Attended: Chester Grade School.
Course: College Preparatory.

Activities: Glee Club (1) (2); "Flamstead Challenge" (2) (3) (4); Stage Manager of Senior Play (4); One-Act Play (2) (4); Silver "C" (3); "Silver" Basketball (4); Varsity Basketball (1) (2) (3) (4): Valedictorian (4).
Future Intentions: Secondary Education.

Well-known—but always winding her way upward.

HENRY FOSTER CROCKER *"Hank"*

Place of Birth: Portland, Maine.
Date of Birth: June 18, 1928.
School Last Attended: Chester Grade School.
Course: College Preparatory.

Activities: Glee Club (4); "Flamstead Challenge" (1) (2) (3); Business Manager F. C. (4); Senior Play (4); One-Act Plays (1) (2) (3) (4). Silver "C" (3); Class Will (4); Class President (3); Boys' State (3); President Student Council (4); Junior Prom (3); Christmas Formal (4).

A careless boy at times he seemed;
But at his desk he had the look
And air of one who wisely schemed.

RUTH HATTIE DAVENPORT

Place of Birth: Weston, Vermont.
Date of Birth: March 10, 1927.
School Last Attended: Weston Grammar.
Course: General.

Activities: "Flamstead Challenge" (3) (4); Junior Prom (3); Usher at Senior Play (3); "What's Cookin" Staff (3) (4); Home Economics Club (1); School Patrol (3).

Always dependable,
Always on hand
To get things done;
Ruth is willing and grand.

ALICE EVELYN DAY

Place of Birth: Royalston, Massachusetts.
Date of Birth: September 16, 1926.
School Last Attended: North Street School.
Course: Commercial.

Activities: Glee Club (1) (2); Junior Prom (3); Home Economics Club (1).

Alice may be quiet.
She also may be shy;
But when you really know her
—My, oh, my!

CONRAD MORRIS DURAND

Place of Birth: Rutland, Vermont.
Date of Birth: August 29, 1927.
School Last Attended: Black River Academy.
Course: Commercial.

Activities: Baseball (1) (2); Football (2).

"No word he spoke, more than was need."

MURIEL RUTH EDWARDS *"Me"*

Place of Birth: North Kingston, Rhode Island.
Date of Birth: May 23, 1926.
School Last Attended: Andover Grade School.
Course: General.

Activities: Basketball (2) (3) (4); Senior Play (4); One-Act Play (4); Operetta (4); Glee Club (4); "Flamstead Challenge" (3) (4); School Patrol (1) (2) (3) (4); Junior Prom (3); Christmas Formal (4); Cheerleader (3); "Silver" Basketball (4).

"She was a phantom of delight
When first she gleamed upon my sight."

HAZEL EVA FULLER *"Kitty"*

Place of Birth: Juneau, Alaska.
Date of Birth: September 26, 1927.
School Last Attended: Gassetts Grade School.
Course: Commercial.

Activities: Glee Club (1) (2); "Flamstead Challenge" (1) (2) (3) (4); Vice-President (2); Junior Prom (3); Senior Play (4); One-Act Play (4); Christmas Formal (4). Cheerleader (2); Talent Show (1) (2) (3); Prophecy on Prophet (4).

Hazel came from Alaska
With a twinkle in her eye;
No one in our high school
Can figure out just why.

BEATRICE ELNA HALE *"Beaty"*

Place of Birth: North Bennington, Vermont.
Date of Birth: January 19, 1928.
School Last Attended: Weston Grammar School.
Course: Commercial.

Activities: Chorus (2); Class Gifts (4).

"Once a friend, always a friend."

MAURICE AVERILLE LASELLE, JR. *"Shorty"*

Place of Birth: Londonderry, Vermont.
Date of Birth: May 29, 1927.
School Last Attended: Londonderry High School.
Course: General.

Activities: One-Act Play (3); Glee Club (3) (4); "L.H.S. Review" (1) (2); "Flamstead Challenge" (4); Operetta (3) (4); Valedictorian (2); Orchestra (4); Senior Play (4); Talent Show (3); President (4); Boys' State (3); Junior Prom (3); Christmas Formal (4); Class History (4); Silver "C" (4).

"It matters not how straight the gate,
How charged with punishments the scroll.
I am the master of my fate;
I am the captain of my soul."

THELMA HELEN LEWIS *"Joe"*

Place of Birth: Springfield, Vermont.
Date of Birth: August 15, 1927.
School Last Attended: Chester Grade School.
Course: College Preparatory.

Activities: Glee Club (1) (2); Orchestra (1) (2); One-Act Plays (2) (3) (4); Basketball (1) (2) (3); "Silver" Basketball (4); Senior Play (4); Basketball Manager (4); Silver "C" (2); Gold "C" (4); "Flamstead Challenge" (2) (3); Editor-in-Chief of "F. C." (4); Junior Prom (3); Christmas Formal (4); Student Council (4); Salutatorian (4).
Future Intentions: Cornell University.

Thelma is a girl of laughter;
She seems to get what she goes after.

THOMAS CHARLES MERRITT *"Tom"*

Place of Birth: Springfield, Vermont.
Date of Birth: May 6, 1927.
School Last Attended: Thompsonburg.
Course: General.

Activities: F.F.A. (2) (3): Vocational Agriculture (2) (3); School Patrol (2) (3); Orchestra (3) (4); Junior Prom (3); Glee Club (3) (4); Shop Course (4); Chess Club (3).

"Man am I grown, a man's work must I do."

LEIF E. ROGSTAD

Place of Birth: Winchendon, Massachusetts.
Date of Birth: January 21, 1926.
School Last Attended: Chester Grade School.
Course: Agricultural.

Activities: Basketball (1) (2); Varsity (3) (4); "Flamstead Challenge" (4); Senior Play (4); F. F. A. (1) (2); President (3); Class President (2); Junior Prom (3); Baseball (3).
Future Intentions: U. S. Army.

"For all we have and are,
For all our children's fate,
Stand up and take the war.
The Hun is at the gate!"

THOMAS R. SHEEHAN *"Tom"*

Place of Birth: Rutland, Vermont.
Date of Birth: December 30, 1927.
School Last Attended: Proctorsville Grade School.
Course: General.

Activities: "Flamstead Challenge" (2) (4); Operetta (4); One-Act Play (4).
Future Intentions: United States Marine Corps.

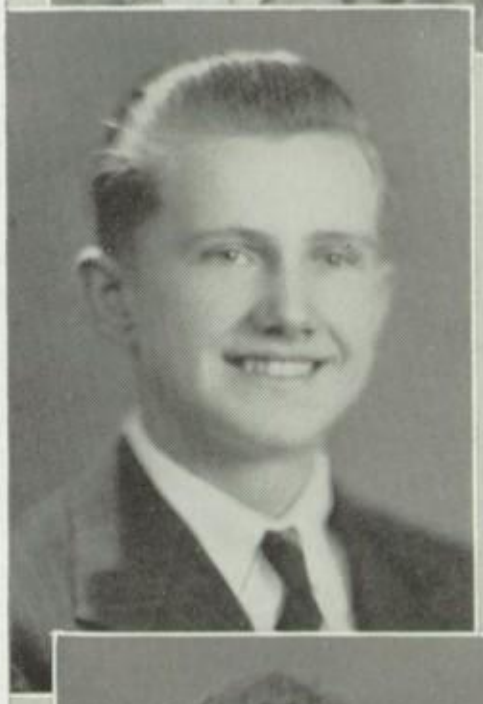
Tom, the lad
With a carefree heart;
Dancing with blondes
Is his special art.

JOYCE BERYL SLADE *"Joy"*

Place of Birth: Jamaica, Vermont.
Date of Birth: February 2, 1927.
School Last Attended: Leland and Gray Seminary.
Course: College Preparatory

Activities: Glee Club (1) (2) (3) (4); "Flamstead Challenge" (2) (3) (4); Silver "C"; Student Council (3) (4); Good Citizenship Girl (4); Third Honor Essay (4); Operetta (3) (4); Secretary (2) (4); Junior Prom (3); Usher at Graduation (3).
Future Intentions: University of Vermont.

Joyce is a girl well liked by all,
And in her studies, she doesn't stall.



GILBERT SPAULDING *"Gibby"*

Place of Birth: Weston, Vermont.
Date of Birth: June 16, 1927.
School Last Attended: Weston Grammar.
Course: College Preparatory.

Activities: Glee Club (1) (2) (3) (4); Orchestra (4); Basketball (3) (4); "Flamstead Challenge" (1) (2) (4); One- Act Play (2) (3) (4); Class Marshal (3); Operetta (3) (4); Class Secretary (3); Vice-President (4); Music Festival (1); Senior Play (4); Junior Prom (3).

"But he was rich in thought and work.
A learned man, he did not shirk."

SADIE DAGMAR TUPALA

Place of Birth: Andover, Vermont.
Date of Birth: October 13, 1924.
School Last Attended: Peaseville Grammar School.
Course: Commercial.

Activities: Glee Club (1) (2); Junior Prom (3); "Flamstead Challenge" (3); Christmas Formal (4).

Sadie is a quiet girl
For which she can be glad;
If some of us were more like her,
It might not be so bad.

LOIS MARIE WHEELER

Place of Birth: Proctorsville, Vermont.
Date of Birth: May 23, 1927.
School Last Attended: Proctorsville Grammar School.
Course: Commercial

Activities: Glee Club (1) (2); Junior Prom (3).
Future intentions: Dress designer.

Quiet, honest, and full of glee,
Lois is the girl for me.

IDA RUTH WILKINS

Place of Birth: Manchester, Vermont.
Date of Birth: June 17, 1927.
School Last Attended: Bellows Falls High School.
Course: Commercial.

Activities: Glee Club (3); "L.H.S. Review" (2); Junior Prom (3); Address to Undergraduates (4).

Steady, quiet, and capable.

BERTHA MARY WRIGHT

Place of Birth: Springfield, Vermont.
Date of Birth: May 25, 1926.
School Last Attended: Chester Grade School.
Course: Commercial.

Future Intentions: Bookkeeper.
Presented flowers from the class to Mrs. Roosevelt, "E Day", April 10.

Bertha likes to make up rhymes;
Just to keep up with the times.

Junior Class

The class officers were elected as follows:

President—Helen Hemenway

Vice-President—Nina Patton

Secretary—Edna Carlisle

Treasurer—Albert Barnes

First row, left to right

Nina Patton
Grace Howard
Shirley Sparks
Arlene Farrar
Patricia Warren
Joan Goldthwaite
Doris Ferguson
Jean Munro
Edna Carlisle

Second row, left to right

Helen Bates
Janis Putnam
Louise Maynard
Bernice Eng
Helvi Suojanen
Barbara Goodnow
Helen Hemenway

Missing from the picture—Albert Barnes

Sophomore Class

The class officers were elected as follows:

President—Donald Moore

Vice-President—Joanne Williams

Secretary—Alice Garrapy

Treasurer—Ray Lawrence

First row, left to right

Alice Garrapy, Barbara Edwards, Edward Nelson
Shirley Adams, Ralph Jefts, Grover Ballou
Lois Viggue, Gordan Durand, Robert Westine

Second row, left to right

Joanne Williams, Raymond Bowen, Carolyn Morris
Ella Hale, Elson Wright, Barbara Gonyaw
Eleanor Pierce, Alice Davenport

Third row, left to right

Jeanne Harrington, Beth Sheehan, Helen Adams
Helen Dougherty, Reba Wells, Jean Buswell
Roger Zanes

Fourth row, left to right

Dorothy Mattson, Ray Lawrence, Jean Parker
Donald Moore, Edna Carleton

Missing from the picture—Ingwald Rogstad

Freshman Class

The class officers were elected as follows:

President—Barbara Jeffrey
Vice-President—Frankie Williams
Secretary—Ella Northland
Treasurer—Bernard Gonyaw

First row, left to right

Howard Westine, Robert Gammon, Robert Lawrence
Edwin Willard, Bobby Hazeltine, Kermit Reilly
Frankie Williams, William Hodge, Bernard Gonyaw

Second row, left to right

Ruth Holton, Irene Spaulding, Charlene Baker
Jean Whitcomb, Dorothy Colburn, Arlene Cenate
Sirkka Suojanen, Priscilla Bullock, Colleen Bingham

Third row, left to right

Patricia Bullock, Albert DeCell, Barbara Jeffrey
Lloyd Stillwell, Judith Clark, Betty Harnois
Joyce White, Carl Rice

Fourth row, left to right

Marie Moffit, Frederick Waite, Frances Greeley
Dorothy Eng, Marion Walker, Joyce Stowell
Ella Northland

Fifth row, left to right

Henry Trombley, Emeral Cook, Arnold Lauren

Missing from the picture—Helen Merritt

Faculty

Left to Right

Mr. Damon Barnes — Principal — French and General Science

Miss Jean Morse — Home Economics

Miss Ruth Sawyer — English — Latin — Biology

Mrs. Elsie Belknap — Commercial Subjects

Mrs. Electa Stocker — Junior High School

Miss Doris Cutting — History and Social Studies

Mr. Franklin Stevens — Science and Mathematics

Mr. Harold Lewis — Shop Course, was absent when the picture was taken.

World Peace

VALEDICTORY ADDRESS

JOAN CASSISTA, 1945

"A just peace in our time" is our class motto which we chose when the war was still in a crucial state. Difficult and crucial has been the period just past; the months before us will be the most fateful the world has ever faced—the struggle for world peace. A struggle on the one hand against a powerful reaction group committed to the original *status quo* and on the other hand the inertia of populations so fatigued by years of war that they can be easily confused that a victory in arms would mean a victory in peace.

Political education for peace has become one of the great imperatives of our time. It demands coordinated action with educational institutions and organizations of labor and of capital against isolationism, economic insecurity and racial antagonism. But effective action of this sort will have meaning only if the individual can be made to understand that his private security depends upon the development of collective security in this country and the world. Political education for the protection and expansion of democracy is what we all must work for in the months ahead, enlarging the awareness of the American citizen of his responsibilities for building a world society that might in the end justify the agonies and sacrifices of this war.

While the world is still in the process of being destroyed, a new world is being built at Quebec, at Dumbarton Oaks, in London, Teheran, Yalta and San Francisco. The representatives of the great powers are busy piecing together the Europe that lies almost liberated. The time for action is short—too short when you realize how little has been decided and what remains to be decided. To prevent German and Japanese aggression in the future is the first task of the peace settlement, and because of the undermining of German and Japanese might and the overwhelming power of the victorious nations it is certain also to be the easiest task. Far more complicated, and of course more important, is the business of removing the fundamental causes of war and organizing the world for prolonged peace and prosperity. The Dumbarton Oaks conference and various United Nations commissions have been nibbling at this great problem. After this war there will not be another major war for eight or ten years as no nation will have the physical or moral strength to launch it. In this period, the peace will be won or lost.

The United States is about to make one of the most important decisions in its whole history—soon a treaty will undoubtedly be offered to the Senate proposing to bring this country into a new league of nations. Such an important step will require long and careful debate in the Senate and it should be preceded by nationwide debate, also. The chief arguments of those who say that the United States should stay out may be summarized as follows: (1) The world is still ruled by selfish powers which have not actually renounced the sort of political and economic imperialism and power politics that have tended in the past to produce war, and will continue to do so in the future. (2) This so-called peace organization would consist of the Security Council dominating and over-shadowing the work and wishes of the lesser allies and neutrals. (3) Americans, especially, do not want the new organization to be empowered to make decisions regarding the use of American armed forces without ratification by Congress. (4) Some alarm is also expressed lest the plan be used to freeze the *status quo* so firmly that even revolution against a dictatorship, or freedom for a conquered territory, like India, might be impossible.

Those who argue that the United States should join the new organization in general make these points: (1) It is true that the new organization is imperfect, but this is an exceedingly imperfect world in which progress is almost invariably made by evolution not by revolution. (2) If the next organization can get underway we have a chance of doing something about imperialism and cartels, one of the prominent evils of today. This private competitive capitalism operating internationally has produced a world monopolization which will hinder the likelihood of prosperity. (3) The Vandenberg Plan, which has the support of well over two-thirds of the Senate, would solve the problem of the use of American troops without our consult by confining their use to keeping down Germany and Japan. This would prevent the vanquished enemy from creating a new world order. (4) The new League of Nations contains provisions such as an Economic and Social Council to handle social, economic, labor, and humanitarian agencies which were left out of the old League of Nations. (5) Everyone knows that civilization cannot stand another war—war with science and technology evolving still more deadly weapons. (6) Even a chance is better than no chance and is worth taking —a corrupt police force is better than no police force; a reactionary government is better than no government as citizens can clean up or throw out an administration. People should accept the fact that international government and policing the peace are both essential. Once that is accomplished and a sense of responsibility and participation is established, the chance of making something decent out of the new peace organization will be better. Popular support of the plans now being drawn must rest on the modest belief that something is better than nothing.

Are we any closer to a permanent peace? Yes, in so far as we have moved nearer a world organization. All over the world people are demanding peace, security, and freedom, and in that sense, time is on the side of the angels. It remains for us to do our part by fighting with every means within our command for a just peace and a respectful world.

The nation must recognize that just as the individual is subject to the law of the nation in which he lives, the nation must be subject to the law of the world of which it is also a part. If a citizen refuses to obey the law of a democratic community, the community enforces the law for the common good. There can be no orderly community based upon the principle that each nation can do what it pleases. The nations of the world are responsible for world law and if one nation refuses to obey the law it becomes the concern of the world association. Law does not govern a nation unless a nation respects, and works continuously and cooperatively for the benefits of all people.

I think we may now say that there will be no general international organization unless the people of the United States are willing to take part in it and give it our power and prestige. The mark of maturity among men and nations is the willingness to assume responsibility. Let us assume it with faith in ourselves, not fear.

Forth to a Better World

SALUTATORY ADDRESS

THELMA LEWIS, 1945

We are venturing forth into a world made much better through the efforts of science and medicine.

Less than a few years ago you could not have had a brain surgery without necessitating the use of a metal plate, placed where the incision had been made. Now because of medical research a film called fibrin made from fibrinogin, contained in human blood, can be stretched across the opening. When the wound has healed the fibrin film is absorbed by the tissues. This film replaces the membrane which sheathes the brain under the skull until new tissue is formed.

We have also gone a long way since the time of Wilhelm Roentgen, the German scientist who discovered the X-ray. At first X-ray machines were extremely expensive and large. During the last war about the only places where there were X-rays were the large hospitals. This meant that those who needed to be X-rayed must make the difficult journey to the hospital. Today X-ray machines are so reduced in size that they may be carried about the battlefronts in the back of a jeep.

Madame Curie's discovery of radium and work in radio-activity have now made it possible to cure the primary cases of cancer and slow the pace of the more advanced ones. Through the tireless efforts of many, cancer is not the dreaded disease it used to be although there are many phases yet unsolved. We can do a great deal ourselves. There are numerous cancer clinics all over the country; it is your privilege to go to these clinics to be examined. The worst of this disease is that many times a person does not realize that he has it. If we all work together we can someday conquer cancer.

Sulfa drugs and penicillin have added their contribution to the control of infection. Without these many of our wounded would be minus arms and legs because the infection could not be stopped soon enough to save that limb. Many times doctors have decided to amputate only to find that one of the sulfa drugs has started its work of healing, thus dispelling the need of amputation. This reminds me of the story of the usually cheerful undertaker in a small Oregon town who was looking so glum that a friend asked what was the matter. The trouble was, confided the undertaker, he just couldn't figure ahead any more. "I used to be able to pick up the weekly paper and count on likely business," he said. "Now I can't count on anything. One week I read that Horace Brown is seriously ill—the next, he is reported up and around and as spry as ever. "Not," he hastened to add, "that I regret a person's recovery. But everything is so blame uncertain. And do you know what I lay it to—these sulfa drugs!"

A soldier has had his arm taken off at the shoulder and yet he complains of pain in his fingers. This is because the nerves have not been adjusted to the fact that they are no longer needed to register the pain in an arm which is no longer there. Through the use of pentothol sodium this pain was relieved permanently. It is hard to realize that some of our nerves send impulses to the brain that travel at the speed of a fast dive bomber, while others move at the speed of a fast walk.

It is possible now to have a defective cornea replaced by a clear piece of cornea taken from another eye. There are only about twenty surgeons in the United States who are able to perform such a delicate operation. It is now possible to join severed nerves by the use of "nerve glue" made from blood. A nerve which has been torn

away can be replaced by a new one. These new nerves are taken from people who have donated their bodies to the spare parts banks. These nerves are immediately frozen and then dehydrated under high vacuum.

Cartilage is one of the most essential factors in plastic surgery. You have all heard stories of soldiers on the battlefront losing an ear or parts of a nose or lips and having them made to look like new through the wonders of plastic surgery. Cartilage under refrigeration can be kept in the spare parts bank in a sterile container filled with a saline solution.

No longer is infantile paralysis the dread disease that it has been in the past. Sister Kenny, an Australian nurse, has given us the theory that polio cases become crippled because of the inactivity of the muscles during spasm. Hitherto the victims were placed in casts, thus giving no chance for activity. Under the Kenny treatment the limbs are left free but inactive, the spasm and pain are relieved with hot packs, and then simple muscle training is started. In Minneapolis there is the Michael Dowling School for Crippled Children—a public school for children who are so badly crippled they cannot very well attend the regular schools. In Minneapolis in three years there were a hundred seventy-eight polio-stricken children. They were treated by the old method and fifty-seven of them were later enrolled in the Michael Dowling School. For the same period of time ninety-one children were treated with the Kenny method and not one of them needed to attend the Michael Dowling School.

This war is not like any other war we have fought. It affects the minds of the soldiers sometimes far more than their bodies. We hope that this will be the war fought to procure a permanent peace. Many advances in science and medicine have been made during this struggle which will make this a better world in which to live.

Third Honor Essay

EDUCATION AS A FIRST LINE OF DEFENSE

JOYCE SLADE, 1945

What is education? I think all of us will agree that education is the development of the talents and faculties of mind, body and spirit. The goal of education is sound character and trained intelligence. These possessions are valuable in any political order and are possessions that will keep us free. We all realize that education is the way of progress, and is one of the chief pursuits of every wise man.

In a democratic government like ours, that rests upon the will of the people, it is tremendously important that education is broad and general.

The progressive nations of the world today have seen to it that most of their people can at least read and write. In the countries of northern and western Europe, not more than one in a hundred of the entire population is illiterate. In the United States, people have probably talked more about education than any other country in the world, and yet we still have over four million illiterates.

At each great period in American history, the purpose of education in schools and colleges had been redefined by pioneer thinkers. This was done after the establishment of the republic. The purpose of schools, it was then said, was to create in-

telligent citizens for the protection of the democracy and to give all the children a chance to rise in the world. But after a hundred years of practice under this idea, education had encountered the distress of a depression. Millions of individuals, who were well trained, now found no chance to employ their talents. Soon people began asking the question: "What can education do to keep the government from being disrupted now and then, bringing injury to the young, and to the republic?" How could people take part wisely in government without having a knowledge of government and its work? Those who took part in the Revolutionary War knew that their education, formal and informal, had served them well in the days of the Revolution and in the work of setting up a new government

As democracy grew into power, the lamp of learning grew brighter, and the darkness of illiteracy and ignorance was being lifted from the land. The American people were beginning to learn how to live by learning.

Education was becoming a great national interest. "Give everybody a chance to study anything he likes as long as he can," became an educational slogan, and it seemed to fit into the democratic theory of liberty and opportunity for all. A program of education was set up for the youths, not to serve such ends as the organization of the young people was made to serve in Europe under dictators, but to give the pupils a more realistic knowledge of the nation and the world. The main function of the new program was to prepare the pupils for promoting wiser and more effective co-operation among nations.

By the opening of the nineteenth century, education had taken that course. Pupils were becoming acquainted with the problems confronting the nation, with the history of human experience, and with thought about American questions.

In short, students were preparing to take a broad and sound view on national questions. Americans took up the problems of the new age and were trying to deal with them.

Even though the United States still has over four million illiterates, education has made a great advancement. When intelligence tests were applied to recruits for the first World War, an astonishing lack of ability was shown, and a call went out for increased activity in education. Only 3.5 per cent of the soldiers in World War I had completed four years of high school. In this war 23.3 per cent have received high school diplomas.

At this time, more than ever before the world needs all the aid which education can render. Everyone realizes that the main pillars of democracy are education and strength of character. These qualities are necessary to develop the kind of attitudes and habits the democratic process requires.

The reason for education in a free country is not to teach people how to get rich or how to get power, but to preserve their freedom—freedom from fear, freedom from want, freedom of worship and freedom of speech. For instance, freedom of speech does not mean much unless we have something to say, or know how to think and have a mind of our own.

After this crisis is over, education is going to have an important role in the postwar world. Plans will have to be made for peace, reconstruction and employment. These are difficult problems to handle, and cannot be carried through wisely and successfully without the careful and intelligent planning on the part of educated people.

After the last war, President Woodrow Wilson made an effort to convert the American people to the League of Nations idea. But the case for internationalism was presented too briefly and too late, and the United States withdrew into isolationism.

This time the State Department, through an intensive educational campaign, is making sure the American people thoroughly understand world organization for world peace and what our participation in it will mean.

Americans are faced with the greatest opportunity that has ever confronted a generation in the history of our nation. Failure to grasp this opportunity might well mean calamity to generations to come, to our nation as a whole, and perhaps to the entire world. Grave dangers will overtake the American people in the World of Tomorrow if they do not seriously begin to accept their responsibilities of citizenship today.

Attention is being brought to the fact that great changes are taking place in the world and education should contribute to make those changes beneficial. Unless social thinking can more nearly keep pace with scientific progress which continues to be made year after year, how can we prevent unemployment and also wars which will be increasingly destructive? But if we greatly increase our efforts to develop our social thinking; if we devote more time to studying, discussing, and attempting to understand the changes and problems which accompany progress, we can achieve greater comfort, well-being and security than mankind has ever attained.

It is the choice of Danger vs. Opportunity—to give more time to the study and discussion of the great national and international problems of our day, which is our great responsibility.

In our country, we all hope that in future, all young people will sacrifice for their education, to preserve this nation with a government of the people, by the people, and for the people. Then, *this* democracy shall never perish from the earth.

Are You An American

Autumn had come and it was the last of the season. Thanksgiving was only two days away and the families throughout the town were busy planning for the holiday. The village market had a display of turkey gobblers in its showcase.

The frosts had turned the once green fields into brown patches, ridged and intermixed with bleak trees, bare and tall, silhouetted against the late autumn skies. The nights were cold and in the morning the ground was hard under foot.

Last night had been typical, but the morning sky was not clear and bright as it had been other days. Though the people of the village went about their work as usual, Mother Nature was going to enter another phase of her cycle.

Along in the latter part of the afternoon it began to grow dark. If you had walked through the streets you might have seen the lights in the house on the corner where Miss Van Guilder was having an afternoon game of bridge with some other members of the local "Lonely Hearts" society, a local group of those quaint exponents of the feminine world that had not been successful in finding their life companions, and had finally given up, satisfied to take up a more "dignified" life.

From a hill on the outskirts of the township you could look far into the mountains of the next county, and the hamlet below looked peaceful and calm. Light breezes scurried among the tree-tops, and looking toward the neighboring mountains you notice that the more distant ones are beginning to fade from sight. As you keep looking

this haze, as it were, descends like fog until even the hills surrounding the village are barely visible.

Now, small, white flakes of snow are seen drifting lazily down from the gray sky. You pull up your collar and start for home. As you near your destination, the air is a whirling mass of snow. The ground is white and each footmark is obliterated by a soft carpet almost as soon as made.

This scene was in America, where the soil has not been disturbed and ruined by bombs and artillery shells; where children play without fear of enemy planes overhead; the America of freedom and liberty-loving people. Freedom-loving, we say. Freedom for just ourselves or for every person, no matter what may be his race, creed or color?

In France, with our Armed Forces, Thanksgiving was just another day. The snow was deep on the battle-field and was criss-crossed with the ruts and tracks of trucks and tanks. There should have been another set of tracks there, the tracks of an ambulance. But there was not. Someone forgot! Perhaps they did not buy that extra war bond, or perhaps they did not give their share to the Red Cross campaign, because they *had* to go to the movies twice a week. Was that person you?

The snow on the fields was, in some places, soaked with scarlet, human blood. Someone back home forgot! Perhaps they were in such a hurry to get to the "Spring Style Show" that they did not take time to drain the grease from that frying pan. If they had, that soldier might have had that extra bullet to stop the enemy before he—well, you know. Was that person you?

A Belgian peasant and his family were "slaughtered" by the enemy before our troops could move ahead. The army couldn't make that offensive they had planned because they were short of shells and gasoline. Again someone in America forgot! Someone was so interested in his own welfare that he joined the strike for higher wages down at the munitions plant when he was already earning more than was necessary to support himself. Someone else applied for extra gasoline "to visit a sick friend". When they got it they went to the lake on a fishing trip. Was that person you?

The boys at the front had no place to go for relaxation behind the lines. Someone back home did not give to the War Chest Drive, because they had to have a new fur coat, the one they bought last year being "out of style." Was that person you?

Let us go back to that small town in New England. In the morning the ground was covered with a thick blanket of crystal-white snow. Even "the poorest twig on the elm tree was ridged inch-deep with pearl". It was a peaceful and joyous morning. It was,—until a certain telegram came to one of the families of the town. It was one of those telegrams that read thus: "The War Department regrets to inform you that your son——etc."

The town was shocked. Miss Van Guilder expressed her sympathy to the mother. Did she ever think that she and her "club" might have been indirectly responsible for this mother's grief? They should have been at the hospital as nurses' aides, or at the Red Cross Sewing Center working for a good cause. They and many other "Americans" could have done something, but they did not.

Can some of us, then, truly call ourselves Americans? The answer is "no", not until peace, freedom, safety, justice, and all the other fundamentals of our democratic government have been brought to every person in the world. When this has been accomplishd we may truly and proudly say, "I have done my part. I *am* an American."

—Ray Lawrence

HC

SENIOR HOROSCOPE

C.S.

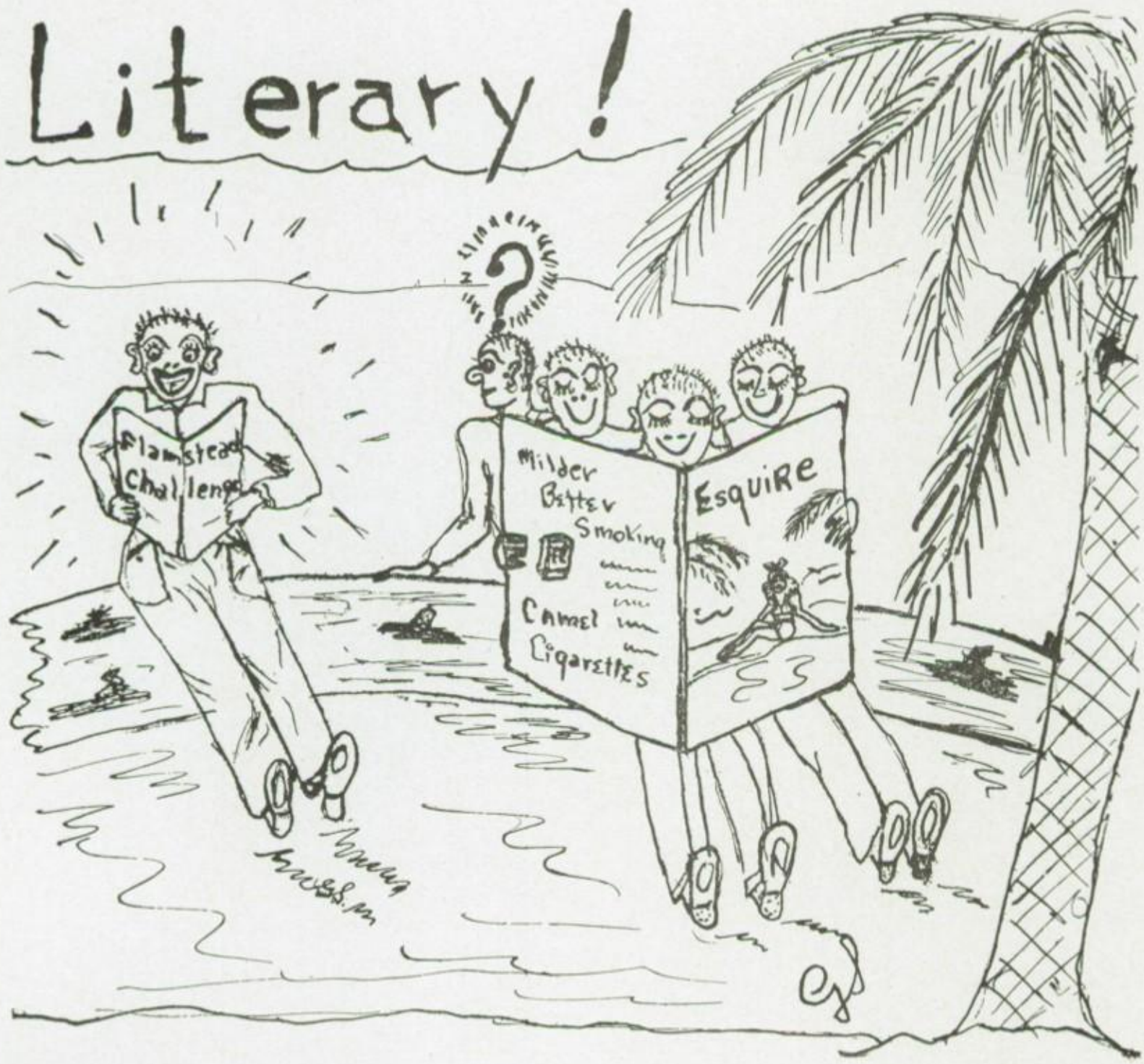
Senior Horoscope

NAME	TYPE	FAMOUS	FAVORITE HIT TUNE
1. Mary Bergqvist	A. Comical	Muscle	I'm Forever Blowing Bubbles
2. Sadie Tupala	B. Quiet	Her Sailor	Making Believe
3. Carol Ballou	C. Shy	Penny Bank	The Dreamer
4. Gertrude Allbee	D. Flirt	Dates (not fruit)	Jim
5. Gilbert Spaulding	E. Giggles	Absence	Ac-cen-tu-ate The Positive
6. Maurice Lasalle	F. Innocent	Quietness	No Letter Today
7. Geraldine Allbee	G. Slender	Gay	I'm in the Army Now
8. Henry Crocker	H. Petite	Gassetts	I'll Be Seeing You
9. Olive Amsden	I. Tubby	Wise Cracks	Beer Barrel Polka
10. Barbara Blodgett	J. Witty	Jitterbug	One Meat Ball
11. Joan Cassista	K. Tee-Hee	Survey	Spanish Eyes Are Smiling
12. Muriel Edwards	L. Casual	Electricity	A Dream Ago
13. Margaret Carlisle	M. Shy	Dimples	I'm the Reluctant Dragon
14. Thelma Lewis	N. Kind Hearted	Zip	Together
15. Ruth Davenport	O. Conscientious	Art	I'm a Little On the Lonely Side
16. Leif Rogstad	P. Friendly	Being Late	Whatcha Know Joe
17. Conrad Durand	Q. Moody	Driving Bus	Wait for Me Mary(on)
18. Elsie Barlow	R. Doctor	Speed	Don't Fence Me In
19. Beatrice Hale	S. Accommodating	Lingering	Mairsy Doats
20. Lois Wheeler	T. Bashful	Athletics	Going My Way
21. Ida Wilkins	U. Irish	Blushing	Swinging On a Star
22. Bertha Wright	V. Busy	Neatness	My Dreams Are Getting Better
23. Tom Sheehan	W. Obliging	Laughing	Shoo Shoo Baby
24. Alice Day	X. Meek	Colors	O! What a Beautiful Morning
25. Hazel Fuller	Y. Jolly	Humor	Meet Me in St. Louis
26. Thomas Merritt	Z. Agreeable	Smiles	Over There
27. Joyce Slade	a. Peaceful	Office Work	For You

Does this seem a little mixed up? Well don't get excited. The key is below. Hope you will have a nice time working it out.

ANSWERS

7. A	13. H	25. O	22. V
4. B	11. I	19. P	5. W
9. C	8. J	6. Q	2. X
3. D	15. K	14. R	20. Y
18. E	24. L	26. S	21. Z
1. F	17. M	16. T	27. a
10. G	12. N	23. U	


Literary!
Flamstead Challenge
Milder Bitter Smoking
Camel Cigarettes
ESQUIRE

EDITORIALS

How We Can Help The Returning Disabled Soldier

CAROL BALLOU, 1945

Every soldier coming back from the battlefields has had some experience which he will never forget, which has changed him in some way. Every soldier has been affected by this experience and therefore may be, to some extent, maladjusted in civilian life. We must adjust ourselves to his different actions when he comes home, expecting him to be somewhat edgy and unpredictable. In the army no one says "thank you" or "no". He gets so accustomed to giving and to taking commands that many times he forgets how to make his own decisions; but he rebels against those who make them for him. Shakespeare noted that the soldier was "jealous in honor, sudden and quick in quarrel."

So far I have written only of some of the things which we should expect from a returning veteran. Now I will touch on the more important facts—how we should treat him. First of all, I think the most important thing to learn is to be casual, *naturally casual*. Let him talk if he wants to, and permit him to be silent if he prefers to do so. Some sympathy from you is to be expected, but don't harp on his misfortunes. If you can see that he really wants to break down and have it out, cry with him. Let both of you get it out of your systems, for this will break the strain and tenseness. Be hard-boiled—to his face at least. If the man understands the reason for this attitude, he will regard it as a service provided you do not overdo it. Be on the alert to help him get away from any inferiority complex he might start to develop. Encourage him to go on and try to be the useful citizen he would have been if he had not been wounded. Make him realize that whatever his physical infirmities may be, he is still the same person that he was. I know that the closer one comes to such a man, the harder it is to overlook his disability. I think that an employer should discuss it with him frankly. A wife or a mother can hardly avoid a strong emotional reaction toward it. They must help him to take up his life, and to make the most of it in spite of his handicap. They must induce him to assume his full share of responsibility in family relationships. I think that the most workable solution will be to accept the disfigurement, grieve over it until you both feel better, refer to it when necessary, and never let it get to the point where it cannot be referred to. Then it will slowly melt away from consciousness and you will forget it in a healthy way.

Community programs help a great deal in assisting the disabled soldier to become adjusted to civilian life, especially veteran organizations. Soldiers are bound to feel banded together after the war, for they have shared experiences which they, and only they, will ever be able to understand. Psychiatric facilities of some sort should be made available in every community as a part of the health program. We should help veterans eligible for schooling. We should encourage them to take advantage of the opportunity of a free college education, which is a provision of the G.I. Bill of Rights. Professional help for soldiers involved in tangled marriages and in family troubles should be made available. So you see that there are many ways in which we can help our wounded men to gain happiness and to find a place where they will be needed in our postwar world.

The Benefit of a College Education in a Postwar World

THELMA LEWIS, 1945

At the present time there is no great demand for a college education in procuring a job. The reason is that there is a manpower shortage for skilled and unskilled labor, the unskilled outnumbering the skilled workers. Factories are willing to hire untrained workers and train them to fill various positions.

When this war is over the picture will be a very different one. The servicemen will be returning home to their old occupations. Not only will the present workers be out of a job, but the servicemen will be given preference in the remaining positions. Also, when the war ends there will not be such a great demand for labor. There will not be such a great demand for labor. There will be the task of rehabilitating the war-torn countries, but this cannot compare with production at present. Employers are going to look for the "cream of the crop" when they seek employees. This means that they want men with the best knowledge of the work to be done.

Not only does a college education give one a better chance because of his book learning, but he also gains a wealth of riches in his contacts while in college. This supplies him with agood background for getting along in society, and it gives him an opportunity to mingle with all types and races of people. To be able to know people and to understand them is one of the greatest achievements in life. These are some of the reasons why one should consider college. It will mean that he must put his full attention on it and work his hardest, but I am sure that he will not regret one single part of it.

Race Prejudice

Race prejudice is a very serious problem facing our country today.

New York state is proud to be the first state in the union to pass a law regarding this problem. It is called the Ives-Quinn bill which forbids any employer to discriminate against any applicant for a job because of his race, creed, or color. Strongly supported by Negro, Jewish, and Catholic groups, it was opposed by some employers and unions who said it was unenforceable, and by some who feared it would increase intolerance, not extinguish it.

In many parts of our country Negroes are not allowed to hold any civic position.

Abraham Lincoln once stated that all men are created equal regardless of their race, creed, or color. And the sooner people realize the truthfulness of this statement, the quicker peace will come to the world.

In the past, the colored race has given us several educators, scientists, and musicians. Who knows what the colored people have in their power to offer in the advancement of American culture if given the opportunity?

You will find that in this global war, negro and whites are fighting side by side for the ideals of our country. Should they not be able to enjoy the fruits of peace on equal footing?

JOAN GOLDTHWAITE, 1946

We'll Always Remember —

Speedy Westine hanging around all the girls and trying to woo them.

Joan and Pat starting everybody to jitterbug.

Jean Munro and her many beaus. Especially Robert Stocker and Charlie Maynard.

Howard Hill for his insistent "babbling" and fooling in study hall.

Henry drawing his beautiful women and portraits of Roger Zanes.

What a romeo (and good at the line-giving) Ralphie was to the girls.

Our C. H. S. genius—Jack Ovitt.

The dance William Salo played so well on his violin for the operetta.

Charlene Baker and Barb Jeffrey for their basketball ability.

Marilyn Farmer and Lucille Smith for their strong alto.

Al and his cars tearing around with a load of kids at noon.

Ray Lawrence for his version of "Beautiful Dreamer".

"Helen and Harold". Need we say more?

Zanes, for his delight in pestering.

Helen and Helvi and their sailors.

Miss Cutting, for her vivid dramatic impersonations that make us never forget our history.

Miss Morse for her laugh.

Mr. Barnes for his wonderful dry humor.

Pauline Forrest and Arnold Lauren walking home from school hand in hand.

The Juniors and their "Clique".

The "fire ball" with "Willie" and "Lois".

Maurice with the Clark Gable effect on the upper lip.

Mr. Stevens playing basketball at noon.

Gibby's portrayal of Dr. Nickolov.

Tommy, the "Hindu".

Sylvia and her ankle.

The Stove

by BERTHA MARY WRIGHT, Class of '45

I have my four legs
  That I use to set on,
You'll always see me here
  From morning till dawn.

I have a big door
  Through which I am fed
With plenty of wood
  Brought in from the shed.

I have my stove-pipe
  Which has to have a damper —
There'll be a fire
  If you let those kids tamper!

I also have a small door
  Through which I stare
To watch the girls and boys,
  And get the fresh air.

So this is the end of me —
  It's getting too hot.
Can't you see now, folks —
  I'm on the spot.

School Calendar

JOYCE SLADE

Special Assemblies and Chapels

Dr. John Huden, state supervisor of secondary education, spoke to us about the famous Abraham Lincoln papers, written at the time of the Civil War, which will be released in 1946 for research work.

We had our first chapel service on December 19. Reverend M. O. Mahler spoke to us on the value of self-confidence.

On December 22, we had a Christmas assembly with a Christmas pageant in which several members of the student body took part. Christmas songs were sung by the Glee Clubs and presents were distributed.

One assembly we devoted to a basketball rally at which time we cheered for the team and sang songs.

A chapel service was held on January 19, by several members of the student body at which time Reverend Frederick Knox spoke to us.

We had a very interesting and entertaining assembly, when Ernest Johnson came and sang several negro spirituals.

The movie, Silas Marner, was enjoyed by the sophomores, juniors and seniors.

The student body enjoyed an afternoon dancing party of round and square dances on February 16.

The prize speaking preliminaries were held on March 23.

On April 10, the First Lady was the guest of honor at a special senior class assembly in the high school auditorium. On her arrival in Chester with a state Motor Vehicle department escort, Mrs. Roosevelt was met in front of the school and escorted up the walk by the school patrol. After she entered the school building she was introduced to the special guests who sat with her on the platform. More than 500 persons, including high state education officials were present at the hour and a half exercises which began at 11:15 o'clock, shortly after Mrs. Roosevelt's arrival in Chester. The assembly was opened by the singing of the "Star Spangled Banner" followed by the flag salute. The invocation was given by the Reverend Frederick R. Knox, Chester Baptist church pastor. The "Hymn of Thanksgiving" was sung by the School Music Clubs. At this time, Maurice Lasalle, Jr., class president, presented the First Lady with a check for $500 from the senior class to be invested in war bonds, and at the time of their maturity, the money to be used to promote better understandings between nations by the establishment of a youth fellowship. Upon accepting the money Mrs. Roosevelt stressed the conditions in the world today and our responsibilities in the world of tomorrow. At this time Bertha Wright, a senior class member, presented Mrs. Roosevelt with a bouquet of roses. The assembly closed with the singing of "America." After the assembly program Mrs. Roosevelt was escorted to the front of the school building where she was photographed with members of the senior class and Principal Damon Barnes. Afterward she was the guest of the home economics department which served a buffet lunch for the senior class members and special guests. During a luncheon the seniors were given the opportunity to speak to Mrs. Roosevelt

in person. The special guests included Dr. John R. Fisher of Arlington, state board of education chairman, and his wife, Dorothy Canfield Fisher, well-known writer; Dr. Ralph E. Noble, commissioner of education; Fred C. Martin, state war bond administrator; Dr. John C. Huden, state supervisor of secondary education and guidance director; Superintendent of Schools, Harry N. Montague; the Reverend Frederick R. Knox, Chester Baptist church pastor; Reverend William Lewis of Keene, New Hampshire; Gale Peck, chairman of Chester school board; and Miss Melvina Thompson, Mrs. Roosevelt's personal secretary.

Prize speaking finals will be held on April 27.

Excerpts from "What's Cookin'"

LUNCHEON WITH MRS. ROOSEVELT

Our luncheon with Mrs. Roosevelt was very pleasant and thrilling. Mrs. Roosevelt's interested and friendly manner won the friendship of all of us that met and talked with her.

During the luncheon Mrs. Roosevelt told us many interesting stories about her experiences in England; she also told us many of the incidents of her meetings with the servicemen. We discussed many of Mrs. Fisher's books and then discussed what each of us was going to do when we graduate.

The very exciting luncheon ended with a discussion of what we were to do with the money, which will be used for bonds, and Mrs. Roosevelt wished us all luck and special good will to the boys who enter the service.

"BOUQUETS" (OR SPECTATOR'S VIEWS)

To Maurice La Salle for his fine speech and able presentation of the check.

To Officer Jeffrey for assisting the First Lady when she slipped going down to the photographers on the lawn.

To patrolmen Helen, Louise, Bobby, and Donald for escorting Mrs. Roosevelt up the walk.

To all the patrolmen on the walk, who stood there from 10-11 o'clock waiting for the guests.

To Bertha Wright who presented the flowers to Mrs. Roosevelt.

To the Glee Club for singing beautifully, and ending the song just right!

To the autograph hounds who really got her autograph.

To the seventh grader, Jack Ovitt who was complimented by many for his good playing.

To the CHS trumpeters, Maurice and Marion, go a CHS Oscar. And also to Joanne Williams for her fine accompaniment on the piano.

THE ESCORTING PARTY

Mrs. Roosevelt was escorted up the walk by Mr. Jeffrey at her side with Donald Moore, Helen Hemenway, Louise Maynard, and Bobby Haseltine preceding. When the escorts arrived at the door the four escorts split having a girl and boy on each side to let Mrs. Roosevelt enter.

It was a very thrilling and exciting experience to these escorts and one that they will probably remember as long as they live.

The students from the front windows had quite a time telling the escorts "all about it" and vice-versa.

MRS. ROOSEVELT'S ADDRESS

The theme of Mrs. Roosevelt's talk might well be expressed as *The Responsibility of the Individual in a Democracy*. The First Lady made the point crystal clear that the danger to democracy lies not in the form of government, but in the lax attitude of so many of the governed. Without practice the theory of universal suffrage will be, as it so often has been, a lever for crooked politicians. In other words get out there and vote when the time is at hand whether it be a local, state, or national election. The country contains enough good people to assure good government from the smallest town to the nation's capital. It's a matter of using the privileges inherent in our Constitution rather than letting some wrong-minded few abuse them.

Mrs. Roosevelt urged us to treat with understanding the returning veterans many of whom have been or are on the verge of mental collapse because of the experiences which they have been called upon to endure. There was the touching incident of the nerve-shattered veteran of Guadlcanal who wished employment in a bank because, as it developed, a bank was the quietest place he could think of.

The poise and graciousness of the First Lady won the hearts of all.

MR. BARNES GOES TO KEENE

Our Principal was honored in being invited to accompany Mrs. Roosevelt and party to Keene where the First Lady delivered an address.

What Would Happen If - - -

Gertrude Albee didn't have her "nickels".

"Deanie" Albee got her great book finished.

Olive Amsden let out a scream in English class.

Elsie Barlow never giggled.

Barbara Blodgett started a loud discussion in a Mickey Mouse voice.

Mary Bergquist didn't ride to school with Al.

Margaret Carlisle didn't fool in the halls.

Henry Croker didn't go to Springfield.

Joan Cassista couldn't argue.

Ruth Davenport wasn't interested in *manuel* labor.

Alice Day came to school afternoons.

Conrad Durand became the "Romeo" of C.H.S.

Muriel Edwards lost her-man!

Hazel Fuller never fidgited.

Beatrice Hale didn't acquire her sister's boyfriends.

Maurice Laselle looked at the girl he was going with in school.

Thelma Lewis didn't argue with a certain person.

Tom Merritt had a *real* romance.

Sadie Tupala ever looked untidy.

Ida Wilkins didn't like to drive.

Bertha Wright didn't like Springfield.

Lois Wheeler lost her sunny disposition.

Gilbert Spaulding changed places with Tarzan.

Tommy Sheehan had a "*steady*" girl.

Lief Rogstad wasn't father to the 7th and 8th grade boys.

Joyce Slade really burned herself while studying "rays".

Carol Ballou lost her football, or didn't get any mail!!

Girls' Basketball

PAT WARREN, '46

The girls basket-ball team had a very successful season under the leadership of Coach Shirley Martin. Twelve games were played of which six were victorious for Chester.

The schedule was particularly hard and in winning half its games, the team did remarkably well.

Prospects for next year's team are good, even though three of the leading players will be lost by graduation. Also lost by graduation will be Manager Thelma Lewis, who did a fine job for the team.

Carol Ballou was high scorer for the season with 85 points, Charlene Baker was second with 74 points and Nina Patton was third with 57 points.

The team and the school owes a lot to Coach Shirley Martin for her fine leadership and cooperation. We realize that she did a difficult job in a fine and friendly manner.

The team was composed of the following girls:

FORWARDS	GUARDS
Carol Ballou	Helen Hemenway
Joan Cassissta	Arlene Farrar
Nina Patton	Muriel Edwards
Joan Goldthwaite	Barbara Edwards
Pat Warren	Barbara Goodnow
Charlene Baker	Louise Maynard
Barbara Jeffrey	

Following was the schedule played by the team:

HOME GAMES		AWAY	
Chester 21	Alumnae 30	Chester 31	Ludlow 24
Chester 12	Bellows Falls 24	Chester 28	Charlestown 24
Chester 19	Charlestown 24	Chester 28	Leland & Gray 24
Chester 16	Leland & Gray 22	Chester 10	Bellows Falls 33
Chester 33	Ludlow 12	Chester 36	Springfield 30
Chester 31	Springfield 32		
Chester 23	Alumnae 20		

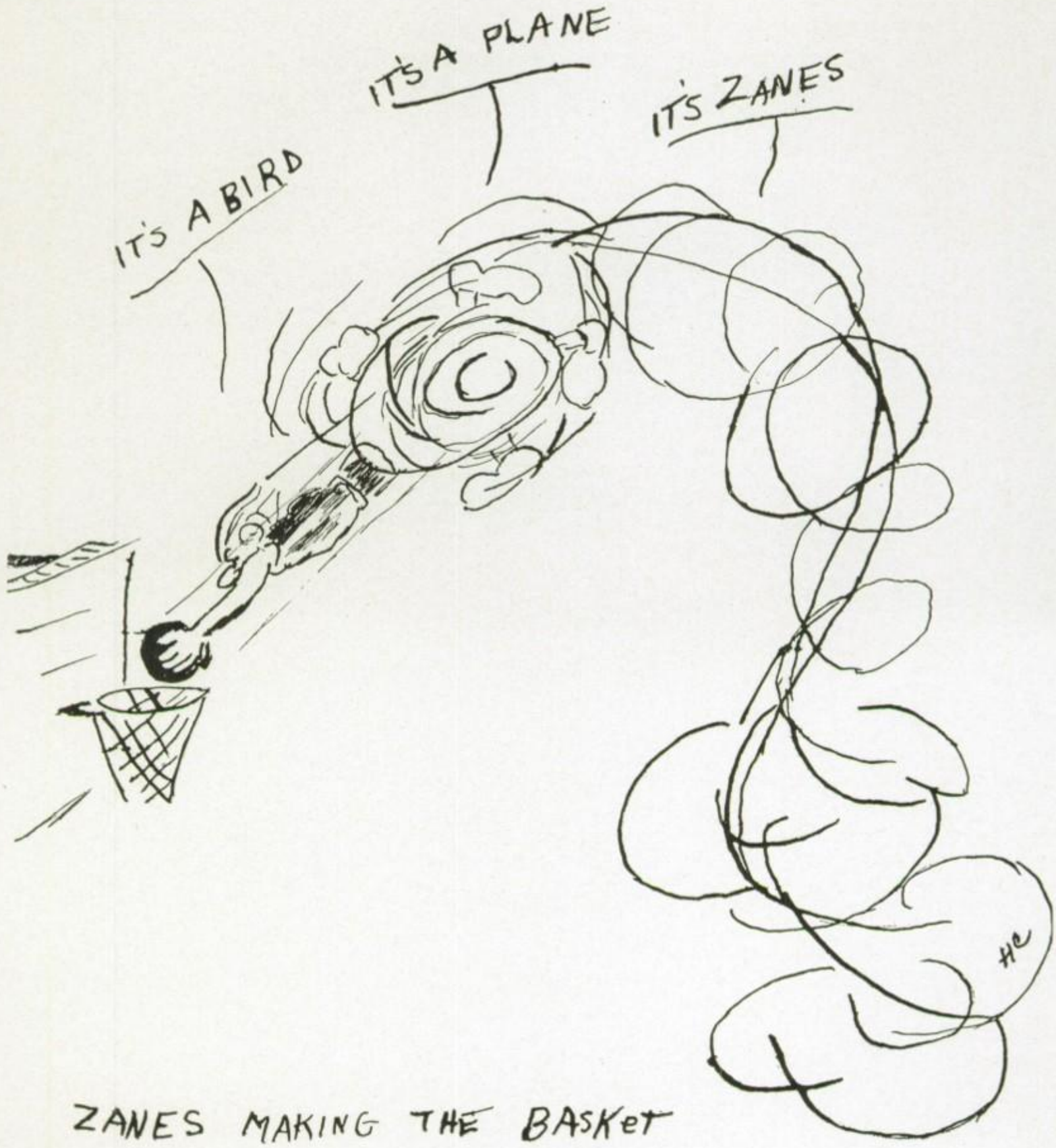
GOING DOWN THE FLOOR FOR A BASKET

Girls' Varsity Basketball

Left to right—Bottom row: Joan Cassista, Barbara Edwards, Joan Goldthwaite, Nina Patton, Charlene Baker.

2nd row: Helen Hemenway, Arlene Farrar, Barbara Jeffrey, Muriel Edwards, Patricia Warren.

3rd row: Shirley Martin, Coach, Carol Ballou, Louise Maynard, Barbara Goodnow, Thelma Lewis, Manager.



ZANES MAKING THE BASKET

Boys' Basketball

The boys this year under the supervision and voluntary kindness of Mr. Lucus, have learned much more about basketball than could have been accomplished without his help. We have prospered tremendously in learning sportsmanship and cooperation with our fellow students.

Ralph Jefts was the leading scorer with a total of 56 points, Ingwald Rogstad came in second with a total of 36 points, with Leif Rogstad trailing in for third place with a total of 34 points. The other boys have shown by their efforts and skillful playing that they are capable of good basketball and of becoming future stars.

Leif Rogstad, '45

THE SCHEDULE IS AS FOLLOWS:

Chester 20	Charlestown 53
Chester 28	Charlestown 44
Chester 39	Leland Gray 31
Chester 30	Leland Gray 26
Chester 36	Proctorsville 30

Boys' Varsity Basketball

Left to right—1*st row*: Howard Westine, '48; Ralph Jefts, '47; Leif Rogstad, '45; Raymond Bowen, '47; Robert Westine, '47.

2*nd row*: Roger Zanes, '47; Ingwald Rogstad, '47; Donald Moore, '47; Gilbert Spaulding, Manager, '45.

Dramatics

THREE ONE-ACT PLAYS

April brought forth among its showers the three one-act plays with Miss Cutting as their able director.

"Andante", the first play given, was the story of a musician whose ambition was destroyed with the loss of the use of his hand. His son overcame the difficulty by becoming the hands while his father was the example and teacher. The cast was as follows:

David Lawrence, the musician ..... Ray Lawrence
Mrs. Lawrence, his wife ..... Carol Ballou
Bruce, their son ..... Roger Zanes
Doctor Andrews ..... Donald Moore
Alice, the maid ..... Muriel Edwards

"They Are None of Them Perfect" was a comedy. The theme of this play centered around women discussing their husbands' faults, each fault being exaggerated by the spouse. They were all trying to warn their friend, Amanda, who was on the threshold of marriage. The victim and the wives of the unfortunates were:

Amanda ..... Barbara Goodnow
Lucy ..... Nina Patton
Eve ..... Thelma Lewis
Amy ..... Hazel Fuller
Julia ..... Barbara Jeffrey
Cecile ..... Barbara Edwards

"The Black Valise", a mystery melodrama, had as its plot a young psychology student trying to practice what he preached—the fact that he was able to talk himself out of any jam. He proved himself by capturing the lunatic right under the nose of the timid Irish cop and the tough janitor, Dooley. The cast consisted of:

Henry Mason, the psychology student ..... Henry Crocker
Dooley, the janitor ..... Henry Trombley
Doctor Nikolov, (the lunatic) ..... Gilbert Spaulding
Theodore, the Irish cop ..... Tom Sheehan
Mrs. Dooley, the janitor's wife ..... Joan Cassista

Shiny Nose

This year's Senior Play was one of the best plays that has ever been put on in Chester High School. It brought in more dough-re-me than has been brought in since "Professor, How Could You?", in 1941.

Now a word about those superb performers. First on the list was that one and only Carol Ballou, who portrayed "Janie", (Shiny Nose), as a young girl in her teens and her *first*? steady. Next was a new one to the stage, Elsie Barlow, taking the part of "Helen", the older sister who thought that Janie was very silly. Muriel Edwards didn't have to act much to play the part of "Zip", the typical adolescent girl. The quiet, sweet, lovable mother was played by none other than Thelma Lewis. The blustering quick tempered father was impersonated by Henry Crocker. Maurice Laselle was "George", Janie's one and only football hero. Then came Gilbert Spaulding, as Allen, who was forever trying new ways to keep Helen as his best girl. Last, but not least, was Hazel Fuller as "Peggy" who idolized Zip with her ability to catch and hold the men.

FROM

"The Black Valise"

Doc Nicolov and Henry Mason

MAURICE LASELLE, 1945

GLEE CLUBS

The Glee Clubs were organized at the beginning of the year with Miss Morse leading the Senior Chorus, and Mrs. Stocker leading the Junior Chorus. Miss Sawyer has been the pianist for both clubs. We started our work early in the fall by singing familiar songs arranged for three and four part singing. Toward the middle of the year an operetta was chosen for the Glee Clubs to present; it was entitled "In An Old Kentucky Garden" and was presented March 2 with a fairly large attendance. Music for the Christmas assembly was furnished entirely by the Junior Chorus. At the annual Senior Play the two choruses entertained the audience between acts.

ORCHESTRA

The C.H.S. Orchestra, under the direction of Miss Sawyer, got under way more quickly than the year previous. We do not have many members, but what we have are interested. We wish that more students would take up instrumental music as a hobby, so that in the future the Orchestra at Chester High School could be much larger than at present. We have played in assembly only once, but we hope to play again, soon. On April 10, when Mrs. Roosevelt came to Chester High School, the Orchestra played the Star Spangled Banner as the audience sang the national anthem.

LOUISE MAYNARD, 1946

GLEE CLUBS

On April 10, better known as "E. Day", the boys' and girls' Glee Clubs and the Junior Chorus sang "Prayer of Thanksgiving" by Dr. Theodore Baker. At the final Prize Speaking Contest, April twenty-seventh, the boys' and girls' Glee Clubs sang "Wake Thee Now, Dearest" by Deems Taylor. The Junior Chorus also sang "Ciribiribin" by A. Pestalazza, and "O Month Of May" by Denis A. McCarthy. There will be special music at commencement by the Glee Clubs and the Junior Chorus.

HEDY LEHINK'S DREAM MAN

ALUMNI

Helen Adams. Working in Rutland Coffee Shop.

Shirley Barnes. Is in nurses training in New York.

William Bates. Is in the Navy.

Leroy Bowen. Is in the Air Corps.

Stanley Brown. In the Air Corps in Maine.

George Hazen. Overseas, in the Army.

Sylvia Hodge. Becker Junior College in Worcester.

Faith Hunsdon. Oberlin College.

Ada Howe. Is in Brattleboro.

Eileen Lamonda. Working in the National Survey as Bookkeeper.

Elaine May. Married and working in a shop in Springfield.

Jean McCutcheon. Working in Bryants in Springfield.

Reau Parker. Is in the Army Artillery.

Pauline Phillips. Working in a store in "Derry".

Karl Puechl. Is in the Army.

Shirley Crocker. Syracuse University.

Dorothy Davis. Married and living in Unity, N. H.

Raymond Densmore. Going in the Army.

Maynard Emery. Army.

Carol Farmer. Working in the bank and the Grand Union.

Joyce Farrar. Working in Rutland.

Virginia Freeman. Married and living at home.

Virginia Gabert. Business College in Rutland.

Theresa Gilmet. Bellows Falls.

Shirley Goller. Working at soda fountain in "Derry".

Priscilla Rowell. Working in Rutland.

Olavi Saari. Farming.

Edris Spaulding. Going to College, Bryant Business College, Providence, R. I.

Earl Thomas. Army, overseas.

Barbara Welch. Working in National Survey.

Kathryn Wilder. Normal School in Castleton

Joyce Williams. Working in mill in South "Derry."

Kenneth Williams. Air Corps.

★

SERVICEMEN OF '42

Maynard Amsden: Army
Clifford Ballou: Marines
Francis Bingham: Army
Thais Bowers: Wacs
Herbert Briggs: Army Air Corps
John Goldthwaite: Army Air Corps
Charles Lamson: Army, overseas
Herbert Lundin: Army Air Corps
Richard Negus: Navy
Syver Rogstad: Navy
Alvah Underwood: Army
Arthur Watkins: Army Air Corps

★

SERVICEMEN OF '43

Donald Buswell: in the Navy
Vincent Crocker: Army
Robert Lane: Army
Calvin Mansur: Sea Bees
Eugene Montany: Navy
Olavi Nummi: Merchant Marines
Charles Parker: Navy
Merrill Redfield: Army
Winston Warren: Navy

★

Exchange Department

RUTH H. DAVENPORT '45

We must learn by the mistakes and gains of others, so we have an Exchange Department in the "Flamstead Challenge". As the "Flamstead Challenge" is going to press early this year, not many of the out-of-town magazines have arrived yet.

The "L. G. S. MESSENGER" is a fine magazine. It shows that the staff put their best efforts into it, especially in the painting of the pictures. Their "Locals" article was an excellent idea, also "Doodles from the Desk". All in all, this is a very good school paper.

Several issues of "The Vox" (of Ludlow) have been received. From this it was interesting to find that sophomores, instead of the seniors, initiate the freshmen. The part which had to do with interviews with teachers was cleverly done.

Two year-books which we can be looking forward to seeing are "The Senior Sampler", from Bellows Falls, and the "Joe English Echo" from New Boston, N. H. (Mr. C. Edgar Stevens is the principal.)

Senior Poll

GERALDINE ALLBEE

1. Like — Miss Cutting's Dramatics
2. Dislike — Blond Bombers
3. Pet Vanity — Peg Leg
4. Ideal Man — Santa Claus
5. Ambition — Street Cleaner

GERTRUDE ALLBEE

1. Like — The Navy—one part in particular
2. Dislike — Spiders
3. Pet Vanity — My shadow
4. Ideal Man — I know—do you?
5. Ambition — To have twins

CAROL BALLOU

1. Like — Music and dancing
2. Dislike — Drinking, and boys who think they own everybody and everything
3. Pet Vanity — My gold football
4. Ideal Man — Athletic, on the tall side, and a good sense of humor
5. Ambition — To suddenly have a voice like Dinah Shore's

ELSIE BARLOW

1. Like — Dancing, skating, movies, laughing!!
2. Dislike — Spiders, nosey people, and people who boss me around
3. Pet Vanity — My hair
4. Ideal Man — Tall, blue eyes, intelligent, sense of humor, curly hair
5. Ambition — To really act, and go to California

MARY BERGQUIST

1. Like — Swimming, skating, and chocolate fraps
2. Dislike — Gossip, Bookkeeping, and dish washing
3. Pet Vanity — My pair of Pre-war nylons
4. Ideal Man — Errol Flynn
5. Ambition — To go to college

BARBARA BLODGETT

1. Like — Chester
2. Dislike — War-rationing
3. Pet Vanity — Big hands
4. Ideal Man — Donald Duck
5. Ambition — Drive a Greyhound bus around the world

MARGARET CARLISLE

1. Like — Skiing, skating, and boys
2. Dislike — Back-biting
3. Pet Vanity — Big ears
4. Ideal Man — Haven't seen any
5. Ambition — Twelve children

JOAN CASSISTA

1. Like — Everything and *Money*
2. Dislike — People who are *always* right
3. Pet Vanity — Green eyes
4. Ideal Man — Johnny Weissmuller with a crew cut
5. Ambition — Philanthropist

HENRY CROCKER

1. Like — To drive and Springfield dances
2. Dislike — Chester girls
3. Pet Vanity — My dad's car
4. Ideal Woman — Katherine Grayson
5. Ambition — To own Big Bromley and Sun Valley

RUTH DAVENPORT

1. Like — Dancing, Nat. Survey, Parties, Cooking
2. Dislike — Snobs, drunken women, certain boys, and my little feet
3. Pet Vanity — Correcting Elsie Barlow's figuring
4. Ideal Man — Dark hair, medium height, good disposition
5. Ambition — Coast Guard

ALICE DAY

1. Like — To have a good time
2. Dislike — Snobs
3. Pet Vanity — Height
4. Ideal Man — Frog
5. Ambition — To travel

CONRAD DURAND

1. Like — To drive my father's car
2. Dislike — School
3. Pet Vanity — Training a saddle horse to do tricks
4. Ideal Woman — Veronica Lake
5. Ambition — Truck driver

MURIEL EDWARDS

1. Like — Basketball
2. Dislike — Nosey people
3. Pet Vanity — My clear skin
4. Ideal Man — Lil' Abner
5. Ambition — Designer of fashions

HAZEL FULLER

1. Like — Love to eat—dance—and, ah-er
2. Dislike — One of my nicknames and Gene Autry
3. Pet Vanity — My false eyelashes (nertz)
4. Ideal Man — Lon McAllister or most anything nowadays
5. Ambition — Oh, you guess—I'm tired

BEATRICE HALE

1. Like — Dancing, skating, and boys
2. Dislike — Snakes and rats
3. Pet Vanity — Big feet
4. Ideal Man — Medium height, dark wavy hair, good reputation, blue eyes
5. Ambition — To be a stenographer

MAURICE LASALLE

1. Like — ——, women, and song
2. Dislike — To jump from an airplane
3. Pet Vanity — My trumpet lip
4. Ideal Woman — Medium height, hair, teeth, and good personality
5. Ambition — To have my own orchestra

THELMA LEWIS

1. Like — Fried clams
2. Dislike — People who argue
3. Pet Vanity — My freak knees
4. Ideal Man — On the Helmut Dantine side
5. Ambition — To go all the way through college

THOMAS MERRITT

1. Like — Some girls
2. Dislike — Farming
3. Pet Vanity — Chopping wood
4. Ideal Woman — Red headed, blue eyes, no make up
5. Ambition — Navy

LIEF ROGSTAD

1. Like — To smash up automobiles
2. Dislike — Silly dames
3. Pet Vanity — Make up
4. Ideal Woman — Blond, blue eyes, "May West figure", Halo hair-do, small feet
5. Ambition — Jack-of-all-trades

TOM SHEEHAN

1. Like — Apple picking
2. Dislike — Loud women
3. Pet Vanity — Maurice's mustache
4. Ideal Woman — Brunette, five feet four inches tall, 120 pounds, brown eyes, no make-up
5. Ambition — Merchant marine

JOYCE SLADE

1. Like — Musical comedies
2. Dislike — "Nosey" people
3. Pet Vanity — My money bracelet
4. Ideal Man — Van Johnson
5. Ambition — To be First Lady

GILBERT SPAULDING

1. Like — French
2. Dislike — Henry's depending on me for certain things!!
3. Pet Vanity — My peroxide blond wig
4. Ideal Man — Gypsy Rose Lee
5. Ambition — I've got lots of 'em

SADIE TUPALA

1. Like — Dancing and music
2. Dislike — Loud girls
3. Pet Vanity — Clothes
4. Ideal Man — Tall, dark and handsome
5. Ambition — To travel to New York

IDA WILKINS

1. Like — Driving
2. Dislike — Getting up early
3. Pet Vanity — My height
4. Ideal Man — Tall, blonde
5. Ambition — Time will tell

LOIS WHEELER

1. Like — To eat
2. Dislike — To study
3. Pet Vanity — My false fingernails
4. Ideal Man — Guildersleeve
5. Ambition — To set the world on fire

BERTHA WRIGHT

1. Like — Bowling, dancing
2. Dislike — Washing dishes, dummies
3. Pet Vanity — Blushing, big toe
4. Ideal Man — Mortimer Snerd, Bing Crosby
5. Ambition — I'm not telling

OLIVE AMSDEN

1. Like — Dancing, winking, and sleeping
2. Dislike — Frank Sinatra and girls who swoon over him
3. Pet Vanity — My little nose and big eyes
4. Ideal Man — Show me one!!!
5. Ambition — Stop walking alone

Jokes

Mrs. Stocker (noticing Robert Stocker leaning out of his seat and very much interested in something on the floor): "Robert, what is up?"
Robert: "Nothing is up, a pencil is down."

Miss Cutting: "What does bicameral mean?"
Pupil: "Two bodies."
Miss Cutting: "Dead ones?"

An inquiring junior: "How many potatoes did you have at your Junior Dinner?"
Henry Crocker: "Gee, I didn't count them."

During a discussion on the Vermont-New Hampshire boundary line, Raymond Houghton demanded: "What would happen if we took the banks away on the Vermont side?"

Miss Cutting: "Well, there would be a flood!"

IN STEP WITH THE TIMES

Miss Butterfield ought to be Miss Oleofield, according to Henry.
"Speedy" Westine's accomplishment is reading the dictionary upside down and talking to the Bullock girls.

Muriel Edwards, in a daze during a discussion on the Dummerston Dam: "Oh, that's that dam business they've been discussing for so long."

During a recent basketball trip, six players sat down at a table in a restaurant. Before they were waited on, three left the table temporarily, and in the meantime the waitress asked for their order. The remaining players blithely replied, "I guess we're not all here." How true!

One of the definitions in a General Science Test was: Transformer: A transformer transforms anything you wish it to.
Also—The planetesimal theory is what makes plants grow.
Clouds become charged by static on the wind.
Circuit—two or more wires are touching.
When a plus body is connected to a minus body it flows to the south pole

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